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DESIGNING A STUDY AID FOR AN ESP COURSE:  
ENGLISH FOR JOINERS  
MA thesis

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## ABSTRACT

The aim of the MA thesis is to analyse the designing of an ESP course and to design sample units for the joiners of the Tartu Vocational Education Centre.

The present research project is vital as there is a need for study materials for joiners. Students learn vocational language alongside general English. The vocational English language is also called English for Specific Purposes or English for Special Purposes (ESP).

The thesis has the following objectives:

- To provide a short introduction to “English for specific purposes – ESP”
- Research how to design a course of English for specific purposes;
- To create sample teaching materials for ESP classes in Tartu Vocational Education Centre.

In order to fulfil the objectives of this thesis, it is important to discuss the following aspects: what is ESP – the role and purpose of a syllabus, needs analysis in ESP, the choice of materials, principles of materials design, and evaluation.

The National Curriculum provides the teacher with a general course framework but does not define the specific topics, skills, or approaches to be used in an ESP course. The list of recommended materials is too short and does not suit the needs of the joiners. No textbook or study aid can completely satisfy the needs of a specific group and therefore the teacher’s role is to mediate the materials to the students. There are some textbooks and teaching materials for teaching joiners, but most of them are not available in Estonia or do not serve the needs of the joiners.

The MA thesis is divided into three chapters. Chapter one focuses on the design of the course. It discusses the role of a syllabus, course design, and evaluates the choice of materials as well as the materials themselves. Chapter one also deals with needs analysis which can provide the teacher with objective and subjective information about learners’ needs. Chapter two analyses the national curriculum and professional standards for joiners. Chapter three focuses on the ESP course syllabus designed for joiners of the Tartu Vocational Education Centre.

The present MA thesis provides some help to the teachers who have to teach an ESP course for joiners, cabinet makers, or carpenters and fills the gap in ESP materials for joiners. In order to satisfy the national curriculum demands, considerably more work has to be done to design materials of appropriate length to fully cover other topics in this course.

## Contents

ABSTRACT .....	2
Contents .....	4
INTRODUCTION: ENGLISH FOR SPECIFIC PURPOSES (ESP) .....	6
1. What is English for Specific Purposes (ESP)? .....	6
2. The origin of ESP .....	8
2. Types of ESP .....	9
4. English for Specific Purposes (ESP) versus English for General Purposes (EGP) .....	11
5. Corpus linguistics and ESP .....	12
6. Teacher's role .....	13
CHAPTER ONE: DESIGNING A COURSE OF ENGLISH FOR SPECIFIC PURPOSES	15
1.1 The Syllabus .....	15
2.2 The purpose of a syllabus .....	16
1.3 Practical guidelines for syllabus choice and design.....	18
1.4 Course design.....	20
1.5 Choice of materials .....	21
1.6 Needs Analysis .....	23
1.7 Material evaluation .....	25
CHAPTER TWO: DEVELOPING A COURSE FOR JOINERS .....	29
2.1 National Curriculum and Professional Standards .....	29
2.2 Materials recommended by the National Examinations and Qualifications Centre .....	32
2.3 Other materials.....	33
CHAPTER THREE: THE COURSE OUTLINE AND DESIGNED MATERIALS FOR JOINERS .....	35
3.1 Situation Analysis .....	35
3.2 The syllabus of the ESP course.....	37
3.3 Overview of the ESP course .....	38

3.4 Designed units.....	41
CONCLUSION .....	46
REFERENCES .....	47
APPENDIX 1 .....	51
RESÜMEE .....	66

## **INTRODUCTION: ENGLISH FOR SPECIFIC PURPOSES (ESP)**

We live in an ever-changing world, in a time which can be described with a single word – globalization. Globalization has built up momentum with the use of the internet, and people from different parts of the world exchange information on a daily basis. People move around more because of the spread of international companies and a lot of people work in a foreign country. For various reasons English has become the main medium for international communication. This has caused an increase in the need for English language teaching and especially the need for teaching English for Specific Purposes (ESP).

### **1.What is English for Specific Purposes (ESP)?**

For a long time students who studied different professions and occupations were only taught general English. This did not always help students in real-life situations in different areas of their speciality. The understanding that we need to pay more attention to the individual learner came with time. While some adult learners may study a foreign language for fun or curiosity, in most cases adult language learners have more urgent and specific needs to learn a foreign language. A certain level of English proficiency at work is an indicator of good work performance (Kim 2008: 1).

ESP is a wide field of English language teaching. According to the International Teacher Training Organization, it refers to teaching or studying English for a particular career (engineers, builders, joiners, lawyers) or for business in general (<https://www.internationalteflacademy.com>). There is always a reason why some ‘specific’ form of English is learned. The term ‘specific’ in ESP refers to the specific purpose for learning English: to gain and develop appropriate knowledge and skills through English in a certain area. This can also be described as ‘goal-oriented language learning’.

Basturkmen notes (2008) that whereas general English takes the students to uncharted waters, ESP aims to speed the students through a known destination. Language courses have often restricted time to learn English meaning it is important to teach them only the parts on English they need. The ESP is going from A to B in the most time- and energy-efficient manner.

The term ESP can be divided into several sub-divisions: English for Occupational Purposes (EOP), English for Academic Purposes (EAP), English for Business Purposes (EBP), English for Medical Purposes (EMP), etc. The number of subdivisions is growing every year as every university controls its own curriculum and the awareness amongst the academic and business community has risen. There is increased understanding that learners' needs and desires should be met wherever possible.

Dudley-Evans and St John (1998: 4–5) divided characteristic features of ESP into two groups:

*Absolute Characteristics*

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves.

- ESP is centred around the appropriate language to the activities in terms of grammar, lexis, study skills, register, discourse, and genre.

*Variable characteristics*

- ESP may be related to or designed for specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from general English.

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could also be for learners at secondary school level.

- ESP is generally designed for intermediate or advanced students.

- Most ESP courses assume that the student has some basic knowledge of the language system.

Hutchinson and Waters (1987) do not emphasize any specific limits of students' level or age; instead they emphasize learners' individual needs. There are several different aims and purposes for learning English, but the learning process may still be the same. Anthony notes (1997) that it is not clear where ESP courses end and General English courses begin because many ESP instructors use ESP approach. Their syllabi are based on the analysis of learner needs and their own specialist personal knowledge of English for real communication

There is no specific ESP methodology; some methodologies suit ESP lessons as well as general English lessons. Different methodologies are used according to the course design, goals, and outcomes of the course.

## 2. The origin of ESP

According to Mike Brunton (2009: 1) English for Specific Purposes (ESP) or English for Special Purposes arose as a term in the 1960s as it became increasingly apparent that general English courses frequently did not meet the learners' or employers' needs. This sets new opportunities and challenges for teachers since the ESP has spread all over the world due to globalization. Vocational training has become increasingly popular while education in general has become less academic and more practical, driven by the learners' and employers' needs.

Lesiak-Bielawska (2015) claims that the emergence of ESP phenomenon is the result of a series of events and trends from around the world. Events like the signing of the Versailles Treaty, World War I and World War II. The years after World War II (1939-1945) witnessed unprecedented growth of commerce, technology and science. This led to a demand for international language. Since the economic growth was most considerable in the USA the logical choice for international language was English. This led the way to the new generation of speakers. The growth of English as an international language formed a new generation of language learners who had specific reasons and goals for learning English. Speakers, who needed the language in specific settings: businessman needed to communicate around the world, doctors had to keep up with recent developments in medicine, international journals that were only available in English. All this lead the way to English courses that were meant for learners' with specific needs. (Kim 2008: 6)

Hutchinson & Waters (1987: 6–7) points out two historical periods that influenced ESP most. The first was the end of WWII which brought about the age of enormous and unprecedented expansion in scientific, technical, and economic activity on an international scale. For various reasons, most notably the economic power of the United States in the post-war world, the role fell to English. Dudley-Evans (1998: 19) narrows the first period down to 1950s and 1960s when the growth of science, technology, and business increased the number of international students studying in the UK, USA, and Australia. The second period was the oil crisis in the 1970s which led Western money and knowledge to flow into the oil-rich countries. English became more popular since the knowledge was mostly in



English. This development had a big effect and it put pressure on language teaching to deliver (the knowledge and skills). English “now became subject to the wishes, needs and demands of people other than language teachers“. (Hutchinson and Waters 1987:7)

The revolution in linguistics had a huge impact on the emergence of ESP. While traditional linguists set out to describe the features and the rules of language, now linguists began to focus on the ways in which language is used in real life communication. Hutchinson and Waters (1987: 7) point out one significant discovery – the way the spoken English varies from written English depending on the context. Thus business English varies a great deal from English used in carpentry. This pushed on the development of English courses for specific groups of learners with their particular needs in specific contexts.

This revolution also paved the way for use of corpus linguistics. Corpus linguistics is a method of carrying out linguistic analyses. It is large systematic collections of written and/or spoken language that are stored on a computer and used in linguistic analysis. Corpora have been around in some form or other since the 1960s (Kennedy 1998: 23). Recent years advances in computer sciences have made corpus linguistic a considerable tool in teaching ESP.

Language teaching did not just focus on the method of language delivery but paid more attention to the ways in which learners acquire language and to the difference in the way the language is acquired. It was discovered that learners employ different learning strategies, use different skills, have different learning schemata, and are motivated by different needs and interests. The learners’ needs became as important as the methods used to disseminate linguistic knowledge. It became natural to design specific courses to better meet the needs of the individuals.

The English needed by a specific group of learners could be identified by analysing the linguistic characteristics of their specialist area of a work. The leading principle of ESP became the statement “Tell me what you need English for and I will tell you the English you need” (Hutchinson and Waters, 1987: 8).

## **1. Types of ESP**

Different educationalist offer different taxonomies for ESP. The best known of them is the visual presentation of ESP as the ‘ESP tree’ by Hutchinson and Waters

(1987:17). The stem of the tree, English Language Teaching (ELT), turns into ESP at the top branches, where it is divided into specific separate areas of English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Sciences (ESS) which are distinguished by the general nature of the learners' speciality. Each area is traditionally divided into two sectors: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP emphasizes cognitive academic proficiency, whereas EOP deals with basic interpersonal skills. (Lugina 2010: 8–9)

Since the ESP teaching can take place in various contexts, Basturkmen (2010: 6) in her book “Developing Courses in English for Specific Purposes” divides the ESP teaching into three branches: English for Academic Purposes, English for Professional Purposes and English for Occupational Purposes. Each branch also has 2 sub branches (Figure 1).

Branch	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

Figure 1. Basturkmen, H 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan, pg. 6

Mohammed Mizel Tahir (1997:103) and Majid M. Al-Humaidi (2012) also discuss the classification of different types of ESP. They offer three main types of ESP:

**English as a restricted language** – meaning that the person who speaks the restricted language would not be able to communicate in a situation outside a very specific environment. For example airline stewardesses, air traffic controllers, waiters etc.

**English for academic and occupational purposes** – serves the needs of educational purpose (studying literature, math, science, business etc). This can be divided into English for science and technology (EST), English for Business and Economics (EBE), English for social studies (ESS), English for academic purposes (EAP), and English for occupational purposes (EOP).

**English with specific topics** – serves the needs of a vocational or professional purpose (lawyers, engineer, joiners etc.) This type of ESP differs from other types of ESP in that the focus shifts from purpose to topic and it is concerned with anticipated future needs. For example, scientists requiring English for postgraduate reading studies or attending conferences in foreign institutions.

Different authors offer different taxonomies for ESP but they all agree that the ESP is divided into different branches and that these branches may overlap each other.

#### **4. English for Specific Purposes (ESP) versus English for General Purposes (EGP)**

What is the difference between the ESP and General English approach? Hutchinson answers this reasonable question like this: "in theory nothing, in practice a great deal". Hutchinson and Waters (1987: 53).

Mohammad Mohseni Far (2008: 3) defines ESP and EGP as follows:

***ESP (English for Specific Purposes)** is a recognizable activity within the broader professional framework of English language teaching (ELT), with implications for the design of syllabuses and materials as well as its presentation and then evaluation.*

***EGP (English for General Purposes)** refers to the contexts such as schools where needs cannot readily be specified. It is more usefully considered as providing a broad foundation rather than a detailed and selective specification of goals like ESP.*

The biggest difference between English for Specific Purposes and English for General Purposes are the learners' needs and purposes. ESP courses are usually taught to students who are teenagers, aged 15+ years, or adults. They are usually familiar with General

English and have certain needs and expectations that are mainly related to their job. Meaning they have a real need for learning certain types of ESP.

It is an undisputed fact that ESP courses are mainly needs driven and emphasize practical outcome. According to Lorenzo Fiorito (2009), ESP focuses more on language in context than on teaching language structures and grammar. It covers a large variety of different subjects, from tourism and science to business management. The focal point of ESP is that English is not taught as a subject separated from the students' real world but it is integrated into the subject matter important to the learners.

ESP combines subject matter and English language teaching and in doing so it also highly motivates the students because the students are able to afterwards use what they have learned in class in their field of work. The structures and vocabulary learned in the class in a meaningful context give students an assurance of their success, the need for this subject and increases their motivation. Student's skills, abilities, and subject-matter knowledge in the matter improve their ability to acquire English by giving them the context to better understand the English in the classroom. This helps the students to learn English faster and more efficiently.

Teachers and materials compilers nowadays are more aware of the importance of the needs analysis and think very carefully about the goals of the learners at all stages of materials production. This is a good example demonstrating the influence the ESP approach has had on English teaching in general. There is no clear line between the end of General English courses and the start of an ESP course (Tahir, 1997:106).

Bastrumen (2010: 6) claims that there is no "basic" variety-less English, no "General English" or English for non specific purposes. All English exists as some variety or another and these varieties overlap.

## **5. Corpus linguistics and ESP**

A corpus is a collection of authentic written and spoken text, which is available electronically. This means that the texts are accessible with computer software. The texts can be representative of a language variety, for example, written and spoken in Australia, or of a specific field like English for joiners, Business English, Medical English etc (Basturkmen 2010: 46). Corpus text usually consists of thousands of words. The texts are not invented by linguist and they are not made up examples by native speakers. Corpus

texts are all examples of natural spoken and written language stored in digital form. A lot of people have low computer skills and working with corpora may be difficult at first. This also means that the teachers and the students have to have some training in computer science how to use computers for learning and not for just emails and facebook.

Corpus Linguistics is an approach for studying language use. It studies examples of what people have said rather than hypothesizing about what they might or should have said. Corpus linguistics also makes extensive use of computer technology, meaning that the data can be used in ways that is not possible when dealing with printed materials. (Bowker and Pearson 2002: 9)

According to Tognini-Bonelli (2001) the purpose of corpora in modern corpus linguistics is to investigate language use. Corpus linguistics is a method to obtain and analyse data that can be used in ESP classes. The biggest advantage for ESP teacher is that with corpus linguistics the teacher does not have to rely on their own intuition whether the text is authentic or not. They can collect with the help of corpus linguistics a large amount of authentic, naturally occurring language data that is produced by large variety of speakers and writers.

Corpus linguistics can help the joiners in Tartu Vocational Education Centre. Most vocational teachers have very limited knowledge of English and English teachers have limited knowledge of the profession. English teachers could use training in how to use corpora in their ESP lessons.

## **6. Teacher's role**

It is hard to determine where a General English course ends and an ESP course starts and it is the same with the role of the teacher. A typical ESP teacher has experience in teaching English as a second language and that means he/she can use his/her background knowledge and adapt the teaching skills he/she has already learned to teach an ESP class. It is important that the teacher looks for outside help from a specialist when designing and conducting an ESP class. (Far 2008: 7)

ESP teacher's work involves more than just teaching: she/he is also a course designer and materials provider, researcher, evaluator, and collaborator. (Sierocka 2008: 3)

One role of an ESP teacher is to plan the course and to provide materials for the course. ESP teachers are usually unable to rely on personal experience when evaluating materials and considering course goals. The result of this is that many ESP teachers become slaves to the published textbooks, or worse, when there are no textbooks available for a particular discipline, resolve to teaching from textbooks which may be quite unsuitable and do not serve the students' needs. (Lawrence 1997: 3).

The materials have to be balanced between language skills and content learning. Learners are mostly interested in practical matters that are usable at their working world. Real or created simulations, role plays and case studies are commonly used; teachers tend to use real materials. Some courses may be intensive while others may be extensive. Courses can also be part or full time. Some learners may have to attend classes during their free time or after work. Contrary to general English learning some courses do not have a formal final evaluation. This also means that online or other easily accessible materials need to be at reach to make learning more convenient. (Laborda 2011: 106)

The ESP teacher cannot be an expert in all the subjects she currently teaches, but he /she has to maintain a positive attitude. In general, positive attitude to ESP content, learners and previous knowledge of the subject area are required (Hutchinson and Waters, 1987: 163).

In a typical vocational school a teacher has to teach several different ESP courses, the courses may vary from English for shop assistants to English for welders and each year some of the courses may be new for the teacher. This does not necessarily mean that the teacher has excellent knowledge in all these subjects, but, for example, when standing in front of a lathe the teacher does not necessarily have to know how the machine works but should be able to ask questions about the machine. The ESP teacher can not be a teacher of subject matter. She can only mediate the subject thru language learning and find the delicate balance between the language teaching and content. The teacher and a field specialist should work closely together.

Here also points out the main difference between ESP and CLIL. ESP is one category of English Language Teaching so it focuses on language and content while CLIL places a greater emphasis on the content and less on the language (Wensshien Yang 2016).

The teachers' role in ESP classes is substantial. She must research, evaluate, design and provide materials, also collaborate with subject teachers. His/her job is ever-changing and challenging.

## CHAPTER ONE: DESIGNING A COURSE OF ENGLISH FOR SPECIFIC PURPOSES

### 1.1 The Syllabus

ESP and EGP are very closely related. It is quite hard to determine where an EGP course ends and an ESP course starts. A teacher who has taught EGP classes previously can use his/her background knowledge and adapt the teaching skills to teach in an ESP class. Beginner teachers often lack the knowledge of how to design an ESP course and should at first clarify the meaning of the term ‘syllabus’, the purpose of writing a syllabus, principles of syllabus organization, and the role that the syllabus plays in the learning process. (Lugina 2010)

According to the Oxford Dictionaries ([www.oxforddictionaries.com](http://www.oxforddictionaries.com)), the word *syllabus* originates from mid-17<sup>th</sup> century meaning “the subjects in a course of study or teaching”. Originally it was either a misreading of the Latin word *sittybas* or from the Greek word *sittuba*, meaning a “title slip, label”.

Ülle Türk stated in her lecture notes that it is quite difficult to differentiate between a ‘syllabus’ and ‘curriculum’. This is partly due to the fact that these terms are used differently in Britain and the USA. The word ‘curriculum’ in Britain usually refers to a set of courses and their content or to the total learning experience provided by the teaching institution including the content of courses. In the USA the term is used when describing individual courses, plan of skills, lessons, and objectives of a particular subject. What is more confusing is the fact that different authors use and interpret these two terms differently.

Hutchinson and Waters (1987: 80–83) mention different definitions of the syllabus:

- The Ministry of Education hands down a syllabus that states what the learner will need to know by the end of the course and gives the basis for the assessment of students’ performance;
- the organizational syllabus in addition to the content states the order in which something must be learnt and also contains topics and carries an assumption about the nature of language and learning;

- the materials syllabus is used by materials writers who add more assumptions about the nature of language, language learning and language use;
- the teacher's syllabus is developed by the teacher and is his/her interpretation of the syllabus. The material selection is influenced by the teachers' experience.
- the classroom syllabus is created in the interaction of a number of aspects in a particular classroom environment;
- the learners' syllabus is a record of what has to be learnt;

The role of a syllabus is quite substantial; it has to satisfy many different needs and has to show the general direction of the learning process. Every teacher has experienced and knows that the planned lesson and the actual lesson may quite often differ from each other. This happens because the students always bring their own needs and ideas to the lesson and by actively participating in the lesson they may change it.

## 1.2 The purpose of a syllabus

Often syllabus design is overlooked and course planning relies solely on a textbook. By doing so the time-consuming and often expensive syllabus design process is eliminated. This approach may work for many general English courses where suitable textbooks exist. Such an approach does not serve the need of an ESP course since no published textbook can adequately fulfil the needs of a specific ESP course ( Cowling, 2007: 427).

The purposes of a syllabus may vary as the possible content of a syllabus may vary and they can be grouped into several categories. Each function has implications on what the syllabus should contain. Jay Parkes and Mary B. Harrison (2002) offered three major purposes that a syllabus should serve:

- A syllabus as a contract;
- A syllabus as a permanent record;
- A syllabus as a learning tool.

The first purpose of a syllabus as a contract should be to serve as a contract between the teacher and the student. Like any other contract it determines the expectations and terms for both parties, in this case typically for a semester and should guide the behaviour



of both sides. The syllabus as a contract should describe the appropriate procedures and course policies. The syllabus as a contract should contain the following:

- Have a clear and accurate course timetable;
- Grading policies: components and their value;
- Attendance policy;
- Late assignment policy;
- Policies on not satisfactory and revisions;
- Academic dishonesty and academic freedom policies;
- Disability facilitation policy

The main reasons why a syllabus is useful as a permanent record are: the accountability and the documentation function. This is done by providing details of what was covered, what the students are expected to do, how the outcome and performance is assessed. The syllabus as a permanent record should contain the following:

- Title and semester of the course, department offering the course, credit hours earned, meeting time and place;
- Name, title, and rank of the instructor;
- Pre- or co-requisites;
- Required texts and other materials;
- Course objectives (linked to professional standards where appropriate);
- Description of course content;
- Description of assessment procedures.

The syllabus as a learning tool should inform the student what are the teachers' beliefs about teaching, learning, and course content. It focuses on the students and why they should be effective learners. The syllabus as a learning tool also helps to place the course into context – how it fits in the curriculum and how it is related to students' lives. The syllabus as a learning tool should contain the following aspects:

- prerequisite courses or skills;
- instructor's philosophy about the course content, teaching, and learning;
- relevance and importance of the course to the students;
- how to plan the semester including self-management skills;

- tips on how to do well on assessments;
- common misconceptions or mistakes;
- specific learning strategies;
- availability of instructor(s) and teaching assistants;
- offices that aid students with disabilities;
- a model of high-quality work.

In case of Joiners in Tartu Vocational Education Centre the syllabus gives an overview of the course, what is this course about and why the course is taught. Also gives the requirements for starting and finishing the course. A well-designed syllabus provides a good beginning, a strong framework for the course and serves as a contract between the teacher and the student. It also helps the student to keep track of the course especially when a student has missed classes for some reason by providing: topics that are covered in class, assignments that need to be done and the dates they are due.

### **1.3 Practical guidelines for syllabus choice and design**

As mentioned in the previous chapter, a good syllabus lets students know what the course is about and why the course is taught, provides a good beginning, a strong framework for the course and serves as a contract between the teacher and the student, helps keep track of the course by providing the topics that are covered in class, assignments that need to be done and the dates they are due.

Hilda Taba (cited by Richards, 1985: 13) offered a 7-step model of the curriculum development process. This model introduces key stages in the syllabus development and provides teachers with a general approach to the syllabus design. The 7-steps are as follows:

1. Needs diagnosis;
2. Formulation of objectives;
3. Content selection;
4. Content organization;
5. Selection of learning experiences;
6. Organization of learning experiences;

7. Determination of what to evaluate and means of evaluation.

The 7-step model provides only general guidance for syllabus design. Practical recommendations for syllabus design and language teaching offered by Tarey Reilly (1988) include 10 steps.

1. Determine what outcomes are desired for the students in the instructional program;
2. Rank the syllabus types to their likelihood of leading to the outcomes desired;
3. Evaluate available resources;
4. Determine what syllabus types would be the easiest to implement given the available resources;
5. Compare the lists made under No. 2 and 4;
6. Repeat the process, taking into account the constraints contributed by teacher and student factors described earlier;
7. Determine a final ranking, taking into account all the information produced by the earlier steps.
8. Designate one or two syllabus types as dominant and one or two as secondary.
9. Review the question of combination or integration of syllabus types and determine how combinations will be achieved and in what proportion.
10. Translate decisions into actual teaching units.

When making practical decisions about syllabus design, one must take into consideration all the possible factors that might affect the teaching process. This is achieved by starting with an examination of each syllabus type, tailoring the choice and integration of the different types. By doing so we may find a principled and practical solution to the problem of appropriateness and effectiveness in syllabus design. (Tarey Reilly 1988)

The two models presented have a lot in common and both can be used in the syllabus design process. Taba's model is more theoretical while the model offered by Reilly has a more practical approach.

Writing an ESP syllabus is not easy and can be very time-consuming. It requires constant reflection, revision, and co-operation with subject teachers. A well-written syllabus gives the students a successful learning experience and the teacher a sense of satisfaction. The students are prepared to meet the learning objectives, understand why the course is important and why a particular teaching method or activity was chosen. The syllabus should be assessed and improved after every course in order to better achieve the learning goals.

### 1.4 Course design

Course designers must keep in mind students' future needs when designing a course. ESP is simply a narrowing of this needs spectrum ( Basturkmen 2010: 2). This also means that in practice much of the work done by the ESP teacher consists of designing the appropriate course for different learners. Course design plays a relatively minor role in the life of a General English teacher, since courses are usually predetermined by traditions like: choice of textbook or Ministry of Education. This means that for the ESP teacher course design is often an important and substantial part of the workload.

When starting to design a course there are several questions we need to ask in order to provide a reasoned basis for the syllabus design, material compilation, classroom teaching and evaluation.

We should be finding answers to what Hutchinson and Waters (1987: 21–22) describes as use of Kipling's "honest serving men" to outline the basic questions.

- Why does the student need to learn?
- Who is going to be involved in the process?
- Where does the learning take place?
- When does the learning take place?
- What does the student need to learn?
- How is the learning achieved?

Finding the right answers to these questions will result in setting precise goals and objectives for the course. We have to analyse what the course is going to be about, set

goals and objectives in advance, and underline the way the content of the course is achieved. This is inevitable in order to create a working and meaningful course.

Learning strategies vary depending on group size, age, level, and what they study. Adults acquire language differently from children, elementary level students differ from advanced level students and all this determines which aspects of ESP learning will be focused on in order to meet the learners' expectations and needs.

### **1.5 Choice of materials**

When choosing ESP materials it has to be kept in mind that good materials help the teacher organize the course and good materials can function as an introduction into new learning techniques – support both the teachers and learners in the learning process. It is important that the teacher is familiar and comfortable with the material, “they should truly reflect what you think and feel about the learning process“(Hutchinson and Waters 1987: 107).

Good material is based on interesting and authentic texts and activities which require the use of different skills. The teachers' task is to determine which aspects of ESP learning the piece of material is serving, keeping in mind the students' needs, abilities, and interests. Materials used in the course should also function as a link between what has already been learnt and new information. (Hutchinson and Waters 1987: 108). Good materials motivate students to learn. Materials should be coherent and understandable, and make a lesson as one whole. Lessons should have a good structure, but the same activities should not repeat every lesson. It is important to avoid very strict patterns – same type of texts, exercises etc in every lessons. Different tasks help the students to learn and encourage them to use their existing or previous knowledge on the subject.

Based on the author's teaching experience in the Tartu Vocational Education Centre and in Valga County Vocational Training Centre, the main sources for acquiring materials for ESP courses are as follows:

#### **1. Textbooks (course books):**

- Contain information about different subjects and are usually used regularly in lessons. Different topics are separated to units allowing the teacher to use only specific parts of the textbook. Textbooks usually also come with a workbook and CD with helpful extra materials.

#### **2. Internet resources :**

- ESL and EFL websites containing free lesson plans with texts and appropriate activities. These lesson plans are made by other practicing teachers and contain a lot of interesting ideas.
  - Different websites from companies such as <http://raitwood.ee>, <http://www.bes-bollmann.com/>, <http://www.prosono.co.za/> etc. Websites may contain small videos and articles written for advertising purposes which can be very informative and helpful.
  - Different news and articles from online magazines and newspapers
3. Different films and video clips :
- Short films may give a good overview of a specific topic and can greatly contribute to students' understanding of the topic in hand.
  - Music videos can contribute to practising listening.
4. Brochures, pamphlets etc. from subject teachers :
- Vocational teachers often move around and visit different events where brochures and pamphlets related to their profession are handed out. These materials are usually quite relevant and useful in class.

This list is not final and is only based on the author's experience and personal preferences.

Dudley-Evans and St John (1998) points out that for effective and purposeful courses, ESP teachers have three main options for using and relying on materials:

- 1) Evaluate materials selecting them from existing materials;
- 2) Develop completely new materials;
- 3) Adapt materials by modifying the already existing materials.

Choosing suitable materials is the most essential phase of organizing a course. Inappropriate or unsuitable materials may not meet the learners' needs and expectations and create an uncomfortable atmosphere in the classroom. This situation does not encourage the learners to learn and the course loses its purpose.

Being a beginner teacher with little or no previous experience, it is recommended to first evaluate the existing materials. Dudley-Evans and St John (1998) claim that course books continue to play an essential role in language teaching. And despite the impact of new technologies they should be regarded as one of the resources for teachers and learners in ESP courses.

There are a number of reasons why ESP teachers start designing their own materials. The two main reasons are as follows.

Firstly, there is a range of different course books available for ESP classes. Unfortunately, it is almost impossible to find a course book that suits all the needs of this particular ESP class. Most course books are more general and do not serve the needs of a specific group. It is not financially profitable to print a course book for very specific ESP course. This is understandable since the cost of production and marketing is high and producing only a few hundred copies does not financially pay off.

Secondly, suitable materials may exist but due to a school's financial situation or import restrictions they may not be available. Most vocational schools have dozens of different courses and the courses change from year to year. Tartu Vocational Education Centre has more than sixty different courses. In January 2017 two new courses: Cosmeticians and Nail technicians were opened. Both courses are completely new in this school and no suitable textbook is available at the moment. Buying a specific course book for every specific course is not always viable or possible.

The teacher also adapts already published materials when it is unsuitable. The teachers' role is to provide real, authentic materials and communication in the classroom so adapting some materials in some cases is inevitable. The teacher's role is not just choosing materials and making the correct number of copies for the class. (Halina Sieroeka 2008:35)

## 1.6 Needs Analysis

ESP focuses on teaching specific language and communication skills. ESP learners will use the language within academic, professional, or workplace environment. This means that the language is not only learnt for its own sake or for the sake of general education but in order to better operate in a certain linguistic environment. Needs analysis is carried out to establish the "what" and the "how" of a course. This is the first stage in ESP course development. Needs analysis is followed by curriculum design, materials selection, methodology, assessment, and evaluation. „However, these stages should not be seen as separate, proceeding in a linear fashion“ (Flowerdew 2013: 325).

Since the length of an ESP course is usually very limited it is important to teach them parts of English they really need. The teacher must identify the students' needs and consider them when designing a course.

The first step when designing a language course according to Raluca NIȚU (2002) is deciding its general and specific teaching objectives. This means that the course objectives are set in relation to the learners' own objectives. The general objective of an ESP course is to meet the needs of a student which means we need to identify the target situation where the student will use the language. One also needs to identify what specific language and skills the learners will need. This has to be done with every group since every group is different and the target situations may vary from group to group. This process of identifying learners' needs is known as needs analysis or target situation analysis. (Raluca NIȚU 2002: 154) According to Basturkmen (2010), this process can also be used to assess learners and learning at the end of the course.

Most ESP courses have a limited time frame. They are given over specific period of time. For example in the Tartu Vocational Centre the lessons are spread over a longer period of time in small amounts, sometimes even over a period of nine months. ESP lessons are integrated into the vocation subjects. One subject may contain many different lessons such as maths, physics, art, ESP lesson etc. Giving ESP lessons along with vocational lessons helps students to practise the language. This kind of system also raises a problem since students tend not to remember previously learned material if the period between two lessons is too long.

One must also consider that ESP courses in vocational schools are based on a national curriculum. This national curriculum reflects the needs of the society and provides ESP teachers with objectives and functions for the particular course. Most students in a vocational school have a basic school education background and are usually between the ages of 15 and 22. This means that they have none or very little experience in a particular professional field; they are not familiar with its content and even may not have any interest in the subject matter. These students often do not attend lessons with a great sense of obligation; they lack work experience and are not aware of what kind of tasks they will be performing in their everyday work. This makes it hard or almost impossible for an ESP teacher to carry out the needs analysis. (Lugina 2010: 21) In this case the teacher has to consider his/her students future needs and in order to do so, rely more on the help of vocational teachers. We have to modify our teaching as we come to learn more about our students. Materials and techniques change over time and ESP teacher has to work closely with field specialist to meet the students future needs.



## 1.7 Material evaluation

Materials are in high demand in ESP teaching and a course book plays the most important role. The structure of a course book gives the teachers, especially young and beginner teachers a sense of stability. It provides a reference point that helps the teacher organize and keep track of the course. It also allows students to plan their possible future learning and to review the materials from previous lessons. Teachers have an opportunity to adapt and modify the materials in order to meet the needs of the students. Course book is an almost universal element in teaching, but there are some downsides to using a course book.

A course book is usually written for a wider audience and may not serve the needs of a specific group. As mentioned earlier in this thesis, the cost of production and marketing of a specific course book is high and producing only a few hundred is not viable. It is very difficult to find a course book that satisfies the needs of this specific group.

Topics and text are not always authentic, connected to real life or may serve the needs of a teaching aspect but not the needs of a student. Texts may also be either too short or too long and may contain out of date or useless vocabulary and information. The tasks may not be suitable for the specific group at hand.

The cost of an ESP course book is quite high and there are not very many suitable course books available. Most vocational schools cannot afford these books because of their budget. Most vocational schools have tens of different courses and the courses change every few years making it financially unsound to buy a full set of course books for every group. Estonian vocational school students do not usually buy their own books due to the cost of a good book being too high.

It is the teachers' task to find a suitable course book and to modify its topics to meet the needs of the learners. The teacher must keep in mind the students' age, language skills, degree of motivation and their cultural and work background when modifying. Students with low motivation and no previous experience in their profession require different materials and a different approach from students who currently work and are highly motivated. Most learners prefer topics that are related to their cultural background, are familiar and relate to their own life.

Hutchinson and Waters (1987) stress that the most important aspect to consider is the learners' needs and focusing on them gives a reasoned basis for the evaluation process of the available course books, syllabus design, classroom teaching, material writing and evaluation. If we understand what the learner needs, we also understand how and what to choose for the course.

Evaluating existing materials helps the teacher save time and resources, since creating completely new materials is very time consuming. Existing materials may be a good source for ideas and techniques. Evaluation of materials should be done systematically, helping to achieve the desired solution.

Hutchinson and Waters (1987) proposed an evaluation process that is divided into four major steps: (Figure 2)

- 1) Define and prioritize criteria;
- 2) Subjective analysis;
- 3) Objective analysis;
- 4) Matching materials.

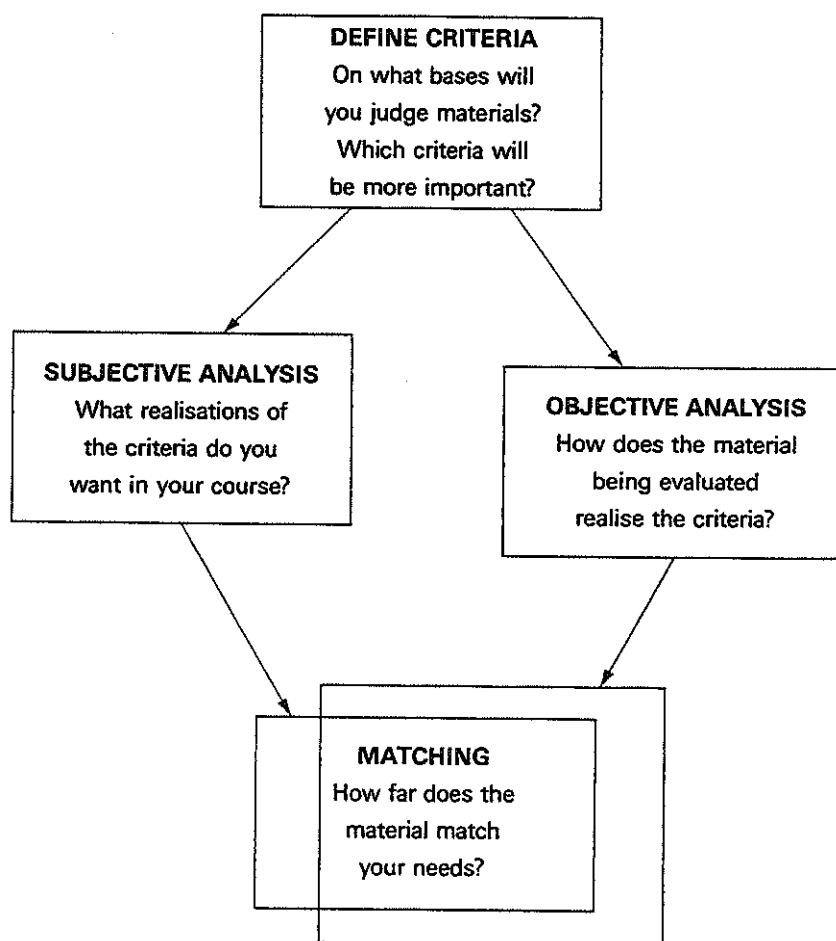


Figure 2. Hutchinson, T. and Waters, A.1987. *English for Specific Purposes: A Learning centred Approach*. Cambridge, p.98

The stages of defining and prioritizing criteria and subjective analysis are done together when teacher is analyzing the course, thus done when choosing materials that suit the needs of a particular group. Objective analysis aims to evaluate a course book more critically. (Lugina 2010)

It is important to have some sort of rank order of factors to evaluate the suitability of materials. It may happen that a material suits in terms of content and language but other materials offer a more appropriate methodology. Firstly the teacher has to decide what is more important to the students and which negative factors are easiest to overcome. Is it easier to adapt content or methodology? (Hutchinson and Waters 1987: 98)

In the authors' opinion the main areas to evaluate when choosing a course book are:

- Who is the audience the course is aimed at?
- What are the aims of the course?

- What kind of language aspects should be covered?
- What type of texts should be included?
- How should the content be organized?
- What topics should be covered?
- What kinds of exercises are needed?
- What kind of extra materials (CD, video, workbook etc.) are available?
- Availability and cost of the course book

It is better not to have too many points on the evaluation list and to go very specific because there are no perfect materials and this type of evaluation is always subjective.

Evaluating a course book is not easy and a wide choice of materials or no materials at all, makes finding a suitable course book that suits the students' needs, is affordable, available and follows the syllabus, very challenging. So in some cases designing your own materials is easier.

## CHAPTER TWO: DEVELOPING A COURSE FOR JOINERS

When developing an ESP course one has to go through the key stages of course design. Stages like needs analysis, syllabus design, material selection and evaluation. The teaching and learning process in the Estonian vocational schools is regulated by the national curriculum for vocational education. This curriculum also contains a list of course-books recommended by the Ministry of Education. In order to compile a course for joiners in Professional Standards for joiners must be analysed. This allows the teacher to understand the requirements set for the joiners and set goals and objectives for the course.

### 2.1 National Curriculum and Professional Standards

According to the Ministry of Education and Research (<http://www.hm.ee>), Vocational education serves the purpose of fostering the knowledge, skills and attitudes, occupational know-how and the social readiness required for working, participating in social life and participating in the lifelong learning process.

Course development in Estonian vocational schools is based on the national curriculum (2014) and this is available on Riigi teataja website (<http://www.Riigiteataja.ee>). National Curriculum determines the purpose and function of vocational training and also determines the requirements for starting a school and graduating. National curriculum is regularly reviewed. This happens when a new version is approved or if new professional standards are set or the requirements for professional skills are provided.

The current national curriculum for joiners (2014) consists of: terminology, implementation settings, general settings, goals and assignments for vocational education, compulsory content and volume of vocational education, and adjustments for students with special needs. The national curriculum has two appendices that contain the description of general studies modules and vocational studies modules.

The content of compulsory subjects in the national curriculum is set in the form of modules. These modules come with a general description of the particular subject and a number of EKAP required for covering the module. The Vocational Education Standard (2006) defines a module as “a comprehensive content unit within curriculum which is directed towards study results and determines the knowledge, skills and attitudes

conforming to the professional requirements” and it can be made up of one or several topics.

One EKAP corresponds to 26 hours of work. 20 hours of this is taught in a classroom and 6 hours done independently. Usually a classroom lesson consists of two 45-minute lessons paired up to one 90 min lesson.

The ESP lessons for joiners are spread over three years of study in Tartu vocational education centre.

The objectives of vocational training for joiners are listed in the national curriculum and are the following:

1. Knows how to plan, execute, evaluate and develop his work;
2. Knows how to independently reinforce his vocational knowledge and skills in different working situations;
3. Is oriented on achieving high quality results in learning and working;
4. Takes responsibility for his and his co-workers safety, can handle emergency situations;
5. Works in a sustainable manner with respect to themselves and the environment;
6. Knows how to make ethical and law obedient choices and is responsible;
7. Knows how to analyse, communicate, and gather information, is ready for teamwork;

Although the national curriculum states what subjects must be thought and in order to graduate, this list does not mention the importance of learning a foreign language. If we look at modules which contain the description of compulsory content for ESP we can better define the goals for the ESP course. The general goal is to prepare the future jointers for their future job. By the end of the course they have to be able to:

- read and understand foreign texts with the help of a dictionary (about machinery, materials, jointing etc.);
- know how to use professional literature and be able to translate texts with the help of a dictionary;
- write everyday documentation (letter of application, letter of explanation, CV etc.);
- describe the workings of different machines (lathe, milling machine, planning machine etc.);

- know how to use dictionaries and other professional sources;

These are general directions for designing a syllabus for joiners. Although the list is not long and is very general, an English teacher may not know all the vocational terminology and should seek outside help when designing a syllabus. For successful lessons the ESP teachers should consult with the subject teachers and analyze the subject modules in order to better understand what they need to teach in their classes.

Looking at the vocational modules of the Tartu Vocational Education Centre Cabinet Makers curriculum, one can get a better understanding of what should be taught. Some professional skills and knowledge which are taught in other subject modules and can be used in the ESP lessons as well are as follows:

- safety at work;
- everyday documentation;
- determining the different wood types;
- naming different types of material;
- differentiating between different materials and evaluating their quality;
- naming different tools and knowing how to use them;

One can also find the detailed requirements of the necessary professional skills and professional vocabulary on the website of the Estonian Qualification Authority (trademark – Kutsekoda). The Estonian Qualifications Authority was established in August 2001 in order to continue developing the occupational qualification system launched by the Estonian Chamber of Commerce and Industry in 1997. Kutsekoda was established by the Estonian Chamber of Commerce and Industry, Estonian Employers' Confederation, Ministry of Social Affairs, Estonian Employees' Unions' Confederation (TALO) and the Confederation of Estonian Trade Unions. The Estonian Qualifications Authority is trying to increase the competitiveness of Estonian employees and to promote the development, assessment, recognition and comparison of the occupational competence. ([www.kutsekoda.ee](http://www.kutsekoda.ee))

The Professional Standards for the joiners are on Innove website as a separate document. The professional standards are used in determining employee qualification requirements, preparing curricula and training programs, and developing examination

requirements. Professional Standards consist of three parts: a description of trade vocations, vocation requirements and general information. The first two parts of the Professional Standards provide a detailed list of necessary skills and abilities according to different levels of qualification. There are currently three different levels for joiners.

With the help of this document it is possible to find out the areas that a joiner must know and have competence in. Areas like:

- Wood and wooden materials;
- Different quality standards of wooden materials;
- Safety at workplace;
- Hand tools in woodwork and their use;
- Main machinery and its operation;
- Joining of different details;
- Different finishing types, methods and materials;
- Defects, the cause and ways to eliminate;
- Surface preparation;

Analysing all these three different sources allows the compilation of a list of necessary topics and vocabulary areas which should be covered in the ESP course.

## 2.2 Materials recommended by the National Examinations and Qualifications Centre

One can find the list of suggested materials for ESP classes on the website of the National Examination and Qualification Centre. The list consists of five points and is the following:

1. *Eesti-Soome puideterminoloogia seletav sõnastik*. Eesti Mööblitootjate Liidu kodulehekül <http://www.furnitureindustry.ee/?id=1697> ;
2. *Eesti, inglise, saksa, vene, soome puideterminoloogia seletav sõnastik*. Eesti
3. Mööblitootjate Liidu kodulehekül <http://www.furnitureindustry.ee/?id=1699>;
4. H. Untera. *Vene–eesti metsakasutuse sõnaraamat*. Tallinn: Valgus 1986;
5. *Deutsch-russisches Wörterbuch zur Holzbearbeitung und Möbelherstellung*. / T. Zilotova Leinfelden-Echterdingen : DRW-Verlag, 1996.



Four different dictionaries are listed and a link to Estonian Furniture Industry Associations' website is given. From the viewpoint of an ESP teacher three dictionaries out of four are useless in ESP classes since they do not contain the English language. On the website of the Estonian Furniture Industry Association we can find only the list of topic related magazines, links to similar associations' websites and a short description of the association. The suggested materials do not correspond to the needs of the students or cover any of the topics mentioned in the national curriculum. The amount of the material is insufficient to cover the length of the course. Because of this more research must be done in order to find suitable materials for joiners.

## 2.3 Other materials

From personal experience as a teacher in Tartu Vocational Education Centre and at Valga County Vocational Education Centre, the following materials are available in their libraries which may somewhat suit some of the joiners' needs.

*Everyday Technical English* by Val Lambert and Elaine Murry (2003) is suitable for people who already work in the technical environment or for adult students. The language used in the book focuses on everyday technical English across different industries but does not go very deeply into any one industry. Each unit contains a list of useful phrases followed by dialogues. On the notes page is a box containing notes on the key differences between everyday British and American usage.

*English for Specific Purposes* by Keith Harding (2007) is from the "Resource books for teachers" series and contains activities for different ESP classes. The level of English varies from elementary to upper-intermediate. The book starts with a section where an ESP teacher may find useful activities that help analyze the target situation and determine the learners' needs. The book covers a range of different vocational and professional areas and some of the activities mentioned are transferrable to other topics, thus giving an ESP teacher the possibility to vary the teaching process.

*Increase your Vocabulary* by Ann Pikver (1998) is meant for students on intermediate and upper-intermediate level. The book is arranged by topics. It contains a vast range of topics like: food, containers, recruitment, plants, money etc. Exercises are diverse, meant to practise vocabulary and also include translation exercises from both languages. *Increase your Vocabulary* can be used in an ESP course as well as in an ESL course.

*Old ways of working wood* by Alex W. Bealer (1996) is not a textbook but an illustrated book on woodworking methods. It gives detailed descriptions of everyday woodwork operations like sawing, splitting, boring, chiselling etc. The book also gives an overview of woodwork history and the roles that various tools have played in the evolution of wood products. The book contains about 200 different line drawings as illustrations.

*Collins Complete Woodworker's Manual* by Albert Jackson and David Day (2005) is meant for students and hobby joiners. The book is divided into topics that range from wood as a material to different glues and builders tools. The book contains a lot of illustrations and descriptions of different tools. It also gives an overview of different types of wood materials, technologies and trends in design.

*Flash on English for Construction* Patrizia Caruzzo (2012) is meant for students of construction. Book contains 11 topics and has audio fails in mp3 form. The book gives an overview of different types of building materials, including wood. The book contains a lot of illustrations, diverse texts and small exercises.

*How to Woodwork* by Phil Davy (2007) is not a textbook but is meant for hobby woodworkers. The book is divided into 11 topics that range from wood as a material to joints and builders tools. The book contains a lot of illustrations and descriptions of different tools. It also gives an overview of different types of wood materials and technologies. The texts are quite long and contain a lot of vocational vocabulary. This book is more suitable for students at advanced level of English.

*The illustrated professional woodworker* by Stephen Corbett (2006) is not a textbook but is meant for hobby woodworkers. The book contains 12 topics that range from wood as a material to different carpentry and DIY projects. The texts are long with lots of illustrations and contain a lot of vocational vocabulary. This book is more suitable for students at advanced level of English.

In conclusion the materials for joiners proposed by the National Examination and Qualification Centre revealed a huge gap. The materials proposed do not serve the need of topics provided by the national curriculum and the professional standards. Additional teaching-learning materials were found from personal teaching experience at the Tartu Vocational Education Centre and in Valga County Vocational Education Centre and evaluated. Some topics like different wood materials were only partly covered and additional materials were found on the internet and adapted.

## **CHAPTER THREE: THE COURSE OUTLINE AND DESIGNED MATERIALS FOR JOINERS**

The national curriculum and professional standards were analyzed in the previous chapter in order to provide the ESP teacher with the main goals and objectives for vocational education. Also a review of suggested materials and available extra materials was provided. Chapter III will develop and analyse the teacher's syllabus for ESP. A sample unit "Materials" will be designed as an example of how to exploit and adapt supplementary materials.

Students taking the joinery course at Tartu Vocational Education Centre have a varied language level. Some of them are on an elementary and some of them on an intermediate level. This makes teaching challenging. It is necessary to teach language at all levels and provide materials that suit both elementary and intermediate students.

### **3.1 Situation Analysis**

The general objective of the ESP course is to meet the needs of a student. The needs analysis provides the teacher with the information on the target situation needs and the learning needs of a particular group. This has to be done with every group since every group is different and the target situations may vary from group to group. Many different experts (Hutchinson and Waters, 1987; Richards, 1990; Dudley-Evans and St John, 1998) have provided teachers with practical guidelines on how to design a syllabus. Dudley-Evans and St John (1998:145) suggested nine parameters:

- 1) Should the course be intensive or extensive?
- 2) Should the learners' performance be assessed or non-assessed?
- 3) Should the course deal with immediate needs or with delayed needs?
- 4) Should the teacher be the provider or a facilitator of knowledge and activities?
- 5) Should the course have a broad or narrow focus?
- 6) Should the course be pre-study or run parallel with that study?
- 7) Should the material be common-core or specific to the learners' study?
- 8) Should the group be homogeneous or heterogeneous?
- 9) Should it be fixed course design or flexible negotiated course design?

All these nine parameters will be discussed in order to develop a syllabus for the joiners at Tartu Vocational Education Centre.

1. Should the course be intensive or extensive? The course should be extensive since the course only takes a small part of the students' timetable and runs parallel to the subject courses. This enables the student to relate the ESP class topics to the subject courses. The lessons in Tartu Vocational Education Centre are given over a long period of time and only learners with professional experience can follow intensive courses.
2. Should the learners' performance be assessed or non-assessed? The ESP course for joiners in Tartu Vocational Education Centre is assessed.
3. Should the course deal with immediate needs or with delayed needs? The particular ESP course deals mostly with learners' delayed needs. It is not possible to practise English in the work environment since the students usually have not been in a work environment before this course.
4. Should the teacher be the provider or a facilitator of knowledge and activities? This is dependent on the time when the course is given. If the course is given at the beginning of the first year the teacher should be considered as a provider. Students may lack the background knowledge and can often be quite reluctant to do anything independently. If the course is given in the second year the role of the ESP teacher should change to facilitator. The students are already familiar with the profession and the ESP teacher should try playing the role of a facilitator providing the learners with an opportunity to interpret what is happening in their specialist courses or in their training.
5. Should the course have a broad or narrow focus? The particular ESP course is of a narrow focus as the overall goal of the course is to focus on specialist vocabulary, speaking and listening skills.
6. Should the course be pre-study or pre-experience or run parallel with that study or experience? The ESP courses in most vocational schools are pre-experience but run parallel with their study. The ESP lessons are given together with vocational lessons; they are integrated into one subject. This enables the learners to rely on and connect to the knowledge they already have with new.
7. Should the material be common-core or specific to learners' study or work? The materials used in the course are common-core related to the learners' profession.

8. Should the group taking the course be homogeneous or should it be heterogeneous?  
The learner groups are homogenous; they all study to become a joiner, they have some knowledge of the profession which makes the preparation of the course easier for the ESP teacher.
9. Should it be fixed course design or flexible negotiated course design? The design of a particular course is determined before the course starts meaning the syllabus has to be more or less fixed. However, it is believed that some time should be spent on topics and issues that learners raise themselves, making it possible to employ a flexible negotiated syllabus.

The ESP course for joiners in Tartu Vocational Education Centre is extensive and assessed according to the learners' achievements. The course runs parallel to the learners' study and parallel to their professional activities, uses common-core materials that cover the basic knowledge of their speciality. The course is homogeneous as it is aimed at the learners of one professional field – joining.

### 3.2 The syllabus of the ESP course

In order to design an ESP course and compile materials that could be used in particular topics and develop particular skills, we need to formulate the goals and objectives of the course. By formulating the goals and objectives we give a clear overview what the course is going to be about. The overall goal of the course is to prepare the students for their future profession - joiner. Objectives help to guide the way to achieve the goals and give a teacher a certain anchor on what to teach.

#### **Goals:**

By the end of the course the learners will:

- have acquired technical vocabulary related to the joiners profession;
- have improved their ability to communicate in the woodworking field (joinery);
- have combined their knowledge of English with their technical knowledge;
- be capable of using a monolingual/bilingual dictionary;
- be able to read and understand different charts and graphs;
- be able to apply for work in Estonia and abroad;

- be able to perform duties in similar situations using the English language for communication when it is necessary;
- be able to independently acquire and process information in English;

### **Objectives:**

The objectives are set according to the four skills that learners need and should do with the language.

- Listening: to extract important information from text; to follow instructions;
- Speaking: to introduce himself/herself and the company he/she works for; give instructions and directions; to describe the working process, different tools/machines and materials; to explain the cause and effect of a particular issue; to give an opinion on the specific topic in hand;
- Writing: to write a CV and a letter of application; to write short product descriptions and instructions; to describe different working processes;
- Reading: to understand descriptions, safety rules, advertisements; to read different specific technical texts with the help of a dictionary; to understand the meaning of a new word with the help of the context; to be able to read different charts and graphs;

The ESP course for the students on the joinery course in Tartu Vocational Education Centre is aimed to develop their linguistics skills needed to communicate effectively in their field of work. The students are encouraged to use and combine their technical skills and knowledge with their knowledge of English. Ability to work independently is also encouraged.

### **3.3 Overview of the ESP course**

The ESP course for joiners in Tartu Educational Centre is designed for learners' with no previous work experience in their speciality, usually at the age of 15–20 years and language skills at an intermediate level. According to the National Curriculum they have to take a course of English for Specific Purposes. According to the curriculum the number of ESP lessons is 105. One lesson is 45 minutes long and lessons are usually given in pairs of 90 minutes. The ESP lessons are divided between different subject modules.

The number of ESP lessons varies in different modules.

- Adaption course contains 6 lessons;
- Career planning and principals of entrepreneurship contains 26 lessons;
- Material Science contains 5 lessons;
- Wood and wood-based materials, hand-processing technology contains 16 lessons;
- Wood and wood-based materials, machine-processing technology contains 22 lessons;
- Furniture and wood products contains 30 lessons.

The length of the course, in the time sense, is not determined and lessons in one module may be spread over a period of 10 weeks. The designed course focuses on the third module – Material Science.

The learners, who start the ESP course, do not usually have a clear picture of their future profession and they have difficulty in identifying their aims for the course and the setting where the language would be used. At the beginning of the ESP course the students may have difficulty in describing the tasks they have to perform in their line of work. In this case a topic-based syllabus seems more suitable to the students needs. The course runs parallel to the subject courses and this helps the students during the ESP course to relate their knowledge to the content of the ESP course. Since the course runs parallel to subject courses, the teacher should be in the role of a provider and as the course goes on the teachers' role should change to a facilitator.

The main aim of the ESP course is to help the students increase their professional vocabulary and provide them with an opportunity to practise the vocabulary with the help of different tasks. The course is based on the task-based approach meaning that every unit has a task or set of tasks. This type of setting encourages the students to use their problem-solving skills and technical knowledge. The task-based approach allows learners to work on a problem both in groups and independently.

The ESP course is aimed at the learners with the intermediate level of English and previous knowledge of English from a secondary school. The grammar is not taught separately as most learners at this level of proficiency can communicate using their existing knowledge of English. The vocabulary of the course is a mixture of common English and general technical English. Learners would not be able to work solely with

highly specialized vocabulary because of their level of English and because they only have the basic specialist knowledge. It is easier for the learners to gain new knowledge if it is based on the things and items they already know. Learning only specified technical English can lower their motivation and they may lose interest in the course. Specific vocabulary is used but in small quantities because some of the topics require not only general technical English but also more specialised English.

The topics and texts are chosen to stimulate the learners' motivation and interest. The topics are closely connected and combined to their subject courses. This connection with subject courses makes the ESP course easier. It is easier to study new things in English when they can rely on their background knowledge.

Designing new materials is inevitable, since there are no suitable textbooks for joiners available and no textbook can really meet the needs of different groups.

The preliminary course outline is:

- **EVERYDAY COMMUNICATION**

Introducing themselves and their company to the guests; everyday expressions;

- **SAFETY AT WORK**

General safety rules, safety while working with hand tools and woodworking machinery; First aid;

- **EVERYDAY DOCUMENTATION**

Different everyday documentation like writing a CV, letter of application, and letter of confirmation; answering the telephone;

- **SAFETY AT WORK**

General safety rules, safety while working with hand tools and woodworking machinery; First aid;

- **MATERIALS**

Classification of wood; Different wood types and where they are used; Man-made materials like plywood, chipboard, OSB and veneer, their usage and properties; Drying wood; Different defects and pests.

- **TOOLS AND MACHINERY**

Hand tools and machinery used in woodworking; history of hand tools; how to use different woodworking machinery;

- **MANUFACTURING AND ASSEMBLY**



Different glues and finishing products in woodworking; Different joints and their properties; Builders hardware; Work order on machines and hand tools;

- **MEASUREMENTS**

Measurements; Market size timber; Reading and compiling different charts and graphs;

The particular ESP course consists of 8 different topics that have been chosen according to what the learners study in their subject courses. All the topics have been discussed with the subject teacher and cover basic knowledge necessary to joiners. The ESP course is based on the task-based approach to language learning and teaching. The course encourages the learners to use their technical knowledge and previous knowledge of English to learn new vocabulary and gain new knowledge. The course uses general technical vocabulary with some elements of specialized vocabulary. The particular ESP course uses mainly tailor-made materials and some existing materials that are adapted according to the learners' needs since there are no suitable materials available.

### **3.4 Designed units**

There are almost no suitable materials available for joiners at Tartu Vocational Education Centre. Some topics like: everyday communication, everyday documentation and safety at work have some suitable materials available in different textbooks, so it was decided to design materials for the topic: Materials. The designed materials are available at Appendix no 3. The topic Materials is divided into 3 different units: Unit 1 "The Tree", Unit 2 "Different types of wood and board materials", Unit 3 "Drying wood and defects". Materials were designed for the module Material and for the topic Materials.

In these units the students will:

- a. Learn about the parts of a tree and their functions;
- b. Learn about different types of wood and how they are categorized;
- c. Watch small clips about trees and materials;
- d. Read texts about softwoods and hardwoods;
- e. Play a game about different trees;
- f. Learn about different board materials.

The aim of Units 1 and 2 is to raise the students' awareness on wood and wooden materials and help them to connect previously learned knowledge from different courses to

the ESP course. Students can expand their knowledge of the topic and are able to practise and acquire new vocabulary. Practical outcomes such as drawing a tree, filling a comparison table, and playing a word game help to solidify the gained knowledge and vocabulary. The units are meant for groups at an intermediate language level and should cover two contact lessons with a length of ninety minutes each. It is possible to use these materials with lower level groups (pre-intermediate language level), but then some parts of the units may require more teachers' assistance and possibly one more contact lesson. The biggest obstacle may be reading and translating the texts and the video exercises. Since the material is meant for students who only learn a vocation and do not have general subjects such as general English, the students may lack the reading and listening skills.

The materials are adapted from various internet sources and from the book "Increase your vocabulary" by Ann Pikver. The game is an adaptation of an old children's game called "Black pig" and has in the author's experience proven to be very useful and popular among all age groups and at all language levels.

Both the units start with a "warm-up" activity in order to activate the learners' minds and get them thinking about the topic. This also gives the teacher an insight of how much the students know about the specific topic and language. In the "warm-up" activity in Units 1 and 2 the students are asked what they know about the topic and whether they can formulate, in their own words, definitions of different topics. Learners can express the associations they have in relation to these topics. They might also be asked to work in pairs and draw a mind map including all the issues they think might be connected to the particular topic. In both units an adaptation of an authentic text is used. The words in the vocabulary exercises are pre-chosen to highlight the most important words and expressions.

The first lesson is meant to recall previously learned facts and to prepare them for the new topic. In the first lesson the "warm up" activity is followed by a text. Before reading the text the students are asked to look at some statements and consider whether they are true or false. After reading the texts the students will return to the statements and discuss them using the knowledge gained from the text. The reading exercises are followed by vocabulary exercises in order to practise the vocabulary learned from the previous text. The vocabulary exercise is followed by a listening exercise, where students are watching a video and filling in the gaps based on the video. This exercise helps the students

consolidate the knowledge and vocabulary gained from the reading text. The unit ends with a task that sums up the vocabulary from the unit. The first lesson helps to recall some of the knowledge learned in middle school and introduces new professional vocabulary.

The second lesson (Unit 2) focuses on different types of wood and board materials. In this lesson the teacher will take the students further into the topic “Materials” by raising the students’ awareness of different wood types and their categorization. The lesson starts with a “warm-up” activity and is followed by a text. Pre-reading questions are intended to make the students guess and discuss about possible differentiation in wooden materials. The text is meant to introduce new terms and principles of how wood is divided into groups. After reading the text the students will come back to the questions and discuss the answers to the questions using the knowledge gained from the text. The text is followed by a listening exercise where students are asked to complete the table about different wood types while watching a video. The video consolidates and extends the knowledge gained from the text providing the students with a possibility to hear the important vocabulary in use. This may not work so well with lower level groups (pre-intermediate or lower). After completing the table students can be organized into pairs or groups in order to complete and compare the tables. The teacher should assist with this task. In the second part of the second lesson the students will read a text about softwoods and as a post-reading activity discuss familiar wood types. The reading text is followed by a vocabulary exercise that is in the form of a crossword. In the authors personal experience a crossword is a universal aid when learning vocabulary, forcing the students to spell out the words and in doing so to memorise them more effectively.

The third lesson starts with a pre-reading question. The text is the second part of a text from the previous lesson and focuses on hardwoods. It is followed by statements where students are asked to think whether they are true or false. This gives the students an opportunity to go over the knowledge and vocabulary learned so far. The task is followed by a vocabulary exercise where students have to categorize different wood types with the help of previous texts, video and their own logical thinking.

The game in Lesson 3 is an adaptation of an old children’s game called “Black Pig” and has in the author’s opinion proven to be very useful in language teaching. There are some dangers with this game: students tend to spend too much time on the game and thus

play it several times over and over if given a chance. This game should not be played more than 1 or 2 times or it loses its teaching purpose.

In the second part of the third lesson students get acquainted with some sheet materials used in woodworking. The reading text is also a matching exercise where students have to match the correct term with the definition. The text is preceded and followed by a discussion on sheet materials. The discussion is followed by a vocabulary exercise to point out the important vocabulary in this section and use it in everyday situations. The lessons are summed up with a feedback section.

The units presented have been tested on two very different groups at Tartu Education Centre, on first and second year joiners (aged 15–20 yrs) who only study a vocation on the basis of the 9<sup>th</sup> form. Some alterations have been made on the build-up of these units in order to get a better result. The authentic texts were made shorter and more focused. The first test showed that students misunderstood the text and some words in it. Several sections of the text were connected to the availability in the USA and had more commercial purposes. The second year students had fewer problems with understanding the texts and this might be due to their age and experience. The second year students had already gone through several subject courses which gave them the background knowledge to relay on. Home reading was tested on a second year group but this had some setbacks. Several students did not do it and did not contribute to the discussion. The discussion sections were made shorter and more specific in order to avoid spreading them too far from the topic in hand. During the discussions the students must be initially in smaller groups with a follow-up discussion in the class. When students had a task of extracting important expressions and words from a text that may be useful in their future job and worth learning, students tended to choose words they already knew. The biggest obstacle was filling the tables by transferring information to their group mates after watching a video. Students had trouble with understanding the video and with transferring the information to the others. This exercise needs teacher's assistance.

After conducting an assessment of the situation at the Tartu Vocational Education Centre and the analysis of the national curriculum the conclusion about what type of the course syllabus to use was made. The particular ESP course is extensive and assessed according to the learners' achievements. The course uses common-core materials that cover the basic knowledge of their specialty and is aimed at the learners of one

professional field – joinery. By the end of the course the students have improved their language skills by combining their technical knowledge and their knowledge of English. This will help them perform better at their field of work and enhance their ability to solve problems on their own. The two units under the topic “Materials” were designed to show possible ways of using and adapting different Internet resources. The designed materials have similar structure to the textbooks, which allows flexibility in using them.

## CONCLUSION

The aim of the MA thesis was to provide some theoretical background for designing an ESP course and to design sample units of an ESP course for the joiners. The main reasons for designing this particular course was that the materials suggested by the National Examination and Qualification Centre and the materials available at the library did not meet the learners' needs.

Chapter One focuses on the design of a course. The role of a syllabus, course design, evaluation, and the choice of materials is discussed. This chapter also deals with the needs analysis which can provide the teacher with subjective and objective information about learners' needs. This information can be used in different ways and is one of the key elements of a successful ESP course.

Chapter Two gives an analysis of the national curriculum and professional standards for the joiners. These two documents provide the main goals and objectives for the ESP course. They determine the main areas of professional vocabulary, necessary skills, and potential future tasks that the student has to obtain and deal with. There are no course books suggested by these two documents; so adaption and design of new materials for the ESP course is necessary.

Chapter Three focuses on the syllabus of the ESP course designed for joiners. The ESP course is divided into 8 topics. The course is aimed at vocational students aged 16–21 years and learners at an intermediate English level. In order to improve the students' language skills, different activities and tasks are provided. The syllabus of the course is built around the topics provided by the national curriculum and the professional standards. The topics were previously discussed with subject teachers. The ESP course combines publicly available and designed materials. The designed units were tested in the classroom, and some changes were made on the basis of students' responses. The adaptation involved modification of original texts, shortening the discussion sections, and pre-determining the useful vocabulary.

The present MA thesis will provide some help to the teachers who have to teach an ESP course for joiners, cabinet makers, or carpenters and fill the gap in ESP materials for joiners. In order to meet the requirements of the national curriculum, considerably more work has to be done. One has to design materials of appropriate length to fully cover the other topics of this course.

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## APPENDIX 1

### THE UNITS DESIGNED

By the end of the units students will:

- know the parts of a tree;
- know different types of wood and can categorize them;
- know the main characteristics of wood;
- know most common board materials and their characteristics;
- be able to exploit new vocabulary;

### UNIT 1 A Tree

#### WARM-UP ACTIVITY:

*What is a tree? Give definition with your own words.*

#### READING

*Read the text and mark the sentences as T (true) or F (false). Correct the false sentences.*

- a. The tallest tree in Estonia is an oak.
- b. Most trees do not have a bark.
- c. In order to get water and nutrients trees collect rainwater with their branches.
- d. Trees can live very long and provide useful building material.
- e. Roots are used to keep the tree up and protect from falling over.

#### A Tree (<http://en.wikipedia.org/wiki/Tree>)

A **tree** is a plant with a long **stem**, or **trunk**, a **crown** that consists of supporting **leaves** and **branches**. A tree typically has many secondary branches supported clear of the ground by the trunk. This trunk typically contains **woody tissue** for strength, and **vascular tissue** to carry materials from one part of the tree to another. For most trees it is surrounded by a layer of **bark** which serves as a protective barrier. Below the ground, the **roots** branch and spread out widely; they serve to anchor the tree and extract **moisture** and **nutrients** from the **soil**. The roots can be divided into **shallow roots** that are near the ground and **taproots** that go straight and deep. Above ground, the branches divide into smaller branches and **shoots**.

Trees tend to be long-lived, some reaching several thousand years old. The tallest known specimen on Earth is 115.6 m and they have a theoretical maximum height of 130 m. The tallest known tree in Estonia is a 230-year-old **pine** that reaches 46.6 meters in height and 67 centimeters in diameter.

Trees provide shade and shelter, timber for construction, fuel for cooking and heating, and fruit for food as well as having many other uses. Because of their longevity and usefulness, trees have always been revered and they play a role in many of the world's mythologies.

## VOCABULARY

*Match the words in bold from the text with their meanings:*

- a. The main woody axis of a tree.
- b. The first aerial part of a plant to develop from a germinating seed.
- c. The usually underground portion of a plant that lacks buds, leaves, or nodes.
- d. A secondary woody stem or limb growing from the trunk or main stem of a tree or shrub or from another secondary limb.
- e. The upper part of a tree, which includes the branches and leaves.
- f. A usually green, flattened, lateral structure attached to a stem and functioning as a principal organ of photosynthesis and transpiration in most plants.
- g. The tough outer covering of the woody stems and roots of trees, shrubs, and other woody plants.

## VIDEO

*Watch the video: **What are the parts of a tree?***

<http://www.youtube.com/watch?v=Tq0hnYieCeg> and fill the gaps

Trees are .....organisms and they can live very long time. They produce..... that allows us to live on earth. Oldest tree the tree is located in..... The tree is made of a root, a trunk and a..... Roots are the parts of the tree that are .....ground. Taproot is the centre root that grows..... All other roots like surface roots sprout from this root. The trunk of the tree is made of ....., inner bark, cambium, sapwood and heartwood. The outer bark is a protective layer of cork cells. Inner bark transports..... and ..... also functions as a protection against herbivores. Cambium helps the growth of the tree by producing cells. Sapwood sends water and minerals to the trees' .....Hardwood are strong dead inner core of the tree. The crown is the ..... portion of the tree. The crown consists of ....., twigs and leaves. Branches are the extended limbs of the tree that are connected to the.....Leaves produce with the help of sunlight the .....in a process called photosynthesis.

## **TASK**

1. *With the help of the text and previously watched video draw a tree and name all the parts of the tree you found out.*

## UNIT 2 Different types of wood and board materials

### WARM-UP ACTIVITY:

- Name as many different wood types as you know?
- Which of them are local and which of them do not grow in Estonia?
- Can you name the differences between softwood and hardwood?
- Can you name some softwoods? Hardwoods?

### READING

Read the article about softwood vs. hardwood. Answer the questions.

1. What is the most significant difference between softwood and hardwood?
2. What is an angiosperm and what is gymnosperm?
3. What types of woods grow slower?
4. Give some examples of softwoods and hardwoods!

# THE DAILY NEWS

www.howstuffworks.com THE WORLD'S FAVOURITE NEWSPAPER - Since 1879

## Hardwood vs Softwood



Hardwoods come from deciduous trees: that is, trees with leaves that are shed in winter while the tree goes dormant til spring. Softwoods are conifers, which have needles and are evergreens. In general, hardwoods come from deciduous trees that lose their leaves annually, and softwood comes from a conifer, which remains evergreen throughout the year. Hardwoods tend to be slower growing and are usually more dense. Softwood usually grows in huge tracts of trees which may spread for miles, while hardwoods tend to be found mixed with a variety of other species, except in North America where HUGE stands of hardwood trees can extend across entire states.

Softwood comes from a type of tree known as a gymnosperm. Gymnosperms reproduce by forming cones which emit pollen to be spread by the wind to other trees.

Pollinated trees form naked seeds which are dropped to the ground or borne along the wind so that new trees can grow elsewhere. Some examples of softwood include pine, redwood, fir, cedar, and larch.

A hardwood is an angiosperm, which means that it makes enclosed seeds or fruits. Angiosperms usually form flowers to reproduce. Birds and insects attracted to the flowers carry the pollen to other trees, and when fertilized the trees form fruits such as apples or nuts and seeds like acorns and walnuts. Hardwoods include maple, balsa, oak, elm, mahogany, and sycamore. The leaves are the most significant difference between hardwoods and softwoods. You see, hardwoods are deciduous trees: that is, they shed their leaves in winter and go dormant til spring. Softwoods are conifers: that is, they are evergreens with needles instead of leaves.

## VIDEO

Watch the video:

[http://www.youtube.com/watch?feature=player\\_embedded&v=BZpNfwET28s](http://www.youtube.com/watch?feature=player_embedded&v=BZpNfwET28s) and with the help of the article and your own knowledge fill the table

Characteristic	Softwood	Hardwood
Definition		
Color	Dark	
Density		
Resin content		Less resin
Workability		
Shedding of leaves		
Annual rings		Closely spaced
Growth	Fast growing	
Uses		
Common	Less common	

## SPEAKING

Discuss and compare the table with your partner. Fill the missing gaps!

## READING

You are going to read a text about different types of wood. While reading try to think where one or other type of wood is used.

### Types of Wood for Woodworking

By Jeff Strong from Woodworking For Dummies  
( <http://www.dummies.com/how-to/content/types-of-wood-for-woodworking.html> )

**Solid** wood — that is, wood cut into boards from the trunk of the tree — makes up most of the wood in a piece of furniture. The type of wood you choose **determines** the beauty and strength of the finished piece. Many **varieties** of wood are available, and each has its own properties. The following sections introduce you to the most **common** types of softwoods.

## Cedar

The most common type of cedar is the western red **variety**. Western red cedar, as its name implies, has a reddish color to it. This type of wood is relatively soft (1 on a scale of 1 to 4), has a straight **grain**, and has a slightly aromatic smell. Western Red cedar is mostly used for outdoor projects such as furniture, decks, and building exteriors because it can handle **moist** environments without **rotting**.



*Cedar is one of the most aromatic woods (hence, the cedar chest) and is strong enough to endure the elements, so it's great for decks and patio furniture.*

## Pine

Pine comes in several varieties, including Ponderosa, Sugar, White, and Yellow, and all of them make great furniture. In some areas of the country (especially southwest United States), pine is *the* wood to use. Pine is very easy to work with and, because most varieties are relatively soft, it lends itself to carving. Pine generally takes stain very well (as long as you seal the wood first), although Ponderosa pine tends to ooze sap, so be careful when using this stuff.

## Fir



Often referred to as Douglas Fir, this wood has a **straight**, pronounced grain, and has a reddish brown tint to it. Fir is most often used for building; however, it's inexpensive and can be used for some furniture-making as well. It doesn't have the most interesting grain pattern and doesn't take **stain** very well, so it's best to use it only when you intend to paint the finished product. Douglas fir is **moderately** strong and hard for softwood, rating 4 on a scale of 1 to 4.

*Pine is commonly used in furniture because it's easy to shape and stain.*

## Redwood



Like cedar, redwood is used mostly for **outdoor** projects because of its **resistance** to moisture. Redwood (California redwood) is fairly soft and has a straight grain. As its name suggests, it has a reddish tint to it. Redwood is easy to work with, is relatively soft (2 on a scale of 1 to 4), and is moderately priced.

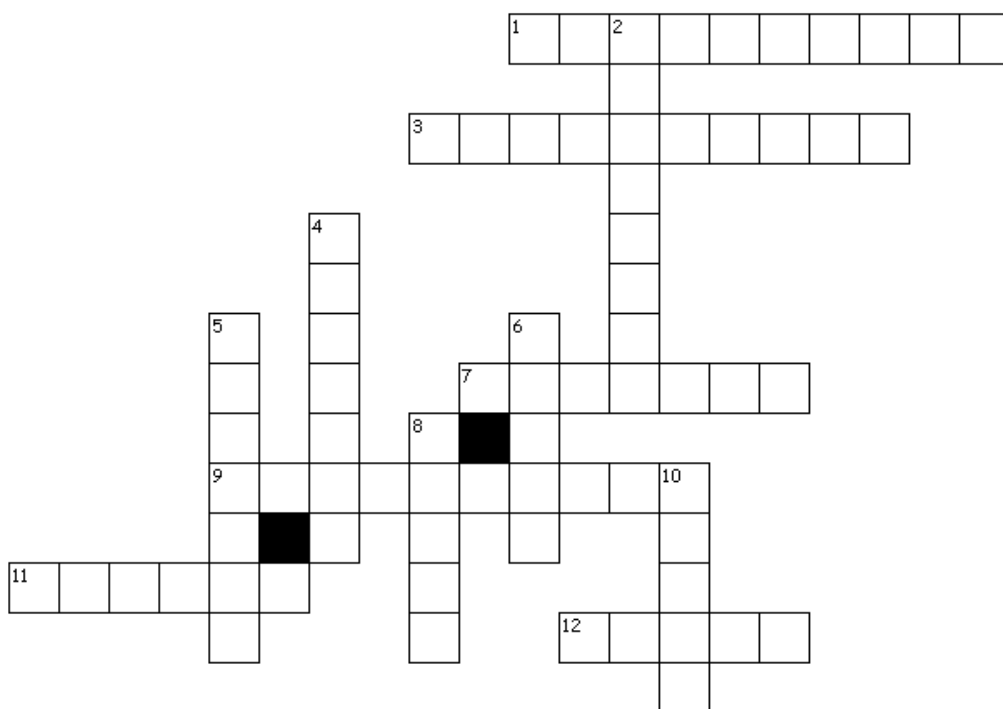


## SPEAKING

- Discuss with your partner/partners which of these wood types are familiar to you?  
Which of them grow in Estonia? Where are they used?

## VOCABULARY

Fill the crossword using the words in bold from the text



### Across

1. The capacity to withstand the effects of a harmful environmental agent
3. Medium or average quantity or extent
7. To undergo decomposition, to decay
9. To decide or settle conclusively
11. Widespread
12. Slightly wet; damp or humid

### Down

2. In a direct line; directly
4. A group that is distinguished from other groups by a specific characteristic or set of characteristics.
5. Located in open air
6. Firm or compact in substance
8. The arrangement, direction, or pattern of the fibrous tissue in wood
10. To discolor, soil, or spot

## READING

*Read the second part of the text and answer the questions.*

1. Name the most valued hardwoods.
2. Why cherry is used in furniture industry?
3. What wood is used for children's toys and why?
4. What are the main positive sides of using maple?
5. What wood is used instead of white oak?
6. What wood type is usually oiled?
7. What wood should be painted in order to avoid stains on wood?

## Homing in on hardwoods

By Jeff Strong from Woodworking For Dummies

( <http://www.dummies.com/how-to/content/types-of-wood-for-woodworking.html> )

Most woodworkers love to work with hardwoods. The variety of colors, textures, and grain patterns makes for some beautiful and interesting-looking furniture. The downside to hardwoods is their price. Some of the more exotic species can be too expensive to use for anything more than an accent.

Some hardwoods are becoming very hard to find and are being harvested without concern to their eventual extinction (Brazilian rosewood comes to mind). Not only is this hard on the environment, it drives the price of the wood so high that making furniture out of it is out of the question for most woodworkers. If you can, try to buy wood from a sustainable forest.

### Ash



Ash is a white to pale brown wood with a straight grain. It's pretty easy to work with (hardness of 4 on a scale of 1 to 5) and takes stain quite nicely, but ash is getting harder and harder to find. Ash is a good substitute for white oak.

### Birch

Birch comes in two varieties: yellow and white. Yellow birch is a pale yellow-to-white wood with reddish-brown heartwood, whereas white birch has a whiter color that resembles maple. Both types of birch have a hardness of 4 on a scale of 1 to 5. Birch is readily available and less expensive than many other hardwoods. Birch is stable and easy to work with. However, it's hard to stain because it can get blotchy, so you might prefer to paint anything that you make with birch.

*Birch is inexpensive, but it's so lovely that it's often used for making fine furniture.*

### Cherry

Cherry is a very popular and all-around great wood; easy to work with, stains and finishes well with just oil, and ages beautifully. Cherry's heartwood has a reddish-brown color to it and the sapwood is almost white. Cherry has a hardness of 2 on a scale of 1 to 5. This is a very common wood for furniture-making and is available from sustainably grown forests..

Because it's in demand, cherry is getting somewhat expensive compared to other domestic hardwoods, such as oak and maple.

### **Mahogany**

One of the great furniture woods, mahogany (also called Honduran mahogany) has a reddish-brown to deep-red tint, a straight grain, medium texture, and a hardness of around 2 on a scale of 1 to 5. It takes stain very well and looks great with just a coat (or 10) of oil. The only drawback is that mahogany isn't being grown in sustainable forests.

### **Maple**

Maple comes in two varieties: hard and soft. Both varieties are harder than many other woods; hard maple is so hard (a 5 on a scale of 1 to 5) that it's difficult to work with. Soft maple, on the other hand, is relatively easy to work with. Because of their fine, straight grain, both varieties are more stable than many other woods. They also tend to be less expensive than other hardwoods.

### **Walnut**

With a hardness of about 4 on a 1 to 5 scale, walnut is a rich brown wood that's easy to work with. Unfortunately, walnut is somewhat expensive (usually around \$8 a board foot), and finding large boards for big projects is getting difficult. In spite of this, walnut is still a great wood to work with and lends itself nicely for use as accents and inlays to dress up a project.

### **Oak**



Oak is one of the most used woods for furniture. Available in two varieties — red and white — oak is strong (hardness of about 4 on a scale of 1 to 5) and easy to work with. White oak is preferred for furniture-making because it has a more attractive figure than red oak. White oak is also resistant to moisture and can be used on outdoor furniture.

*Oak is commonly used for flooring and furniture because many people love its grain.*

### **Poplar**

Poplar is one of the less expensive hardwoods. It's also fairly soft (1 in hardness on a scale of 1 to 5), which makes it easy to work with. Poplar is white with some green or brown streaks in the heartwood. Because poplar is not the most beautiful wood, it's rarely used in fine furniture, and if it is, it's almost always painted. Poplar can be a good choice for drawers (where it won't be seen) because it is stable and inexpensive.

*Poplar is good for making toys, bowls, and small woodworking crafts. It takes paint better than stain.*

## TASK

*Read the text again and mark the sentences as T (true) or F (false). Correct the false sentences*

- Maple is the softest wood.
- Poplar is the hardest wood.
- The biggest downside of hardwood is their price and their quality.
- Honduran mahogany is valued for its color.
- Poplar and birch are the two most common woods in furniture making.
- It is hard to find a large walnut board.

## VOCABULARY

*Find the meaning of the words and divide the trees to hardwoods and to softwoods.*

*Oak, birch, pine, chestnut, maple, fir, cedar, larch, spruce, sequoia, mahogany, hemlock, alder, hickory, redwood, ebony, ash, balsa, cherry, teak, rowan, lime, poplar, juniper*

Softwood	Hardwood
Fir, redwood	Maple, mahogany

**GAME** (*group activity*)

**RULES:** Game is played in a group of 4 students. The deck of cards is divided among the group of students equally. One student will receive one card less than others. The students are not allowed to show their cards to other players. On each card is a word or an expression in English or in Estonian. The goal of the game is to pair up the English word with the Estonian meaning. Students will check the card in hand and if they have a matching pair (English-Estonian) they can set it aside. Then students form a circle and the student who got the one card less than others will take one card from student on his/her left side. Then the student, from whom the card was taken, takes a card from a student on his/her left side and so on. The winner of the game is a player who gets rid of his/her cards first.

**Cards are at the end of the unit!**

## TASK

*Can you name some sheet materials? Where are they used?*

**READING** (<http://help.hudsoncarpentry.co.uk/carpentryPages/typesOfWood/sheetMaterial.php>)

*Match the types of wood – sheet materials with their definitions!*

**MDF, Veneer, OSB, Hardboard, Particle Board / Chip board, Plywood**

- a. Standing for Medium Density Fiberboard this product is used everywhere. Found to be the **core** material used in a large amount of everyday furniture and **custom** furniture. It's not the strongest but is very cheap, easy to use and machine. It hates water and will swell up even with the smallest **drop**. The cut ends are **fragile** and it splits easy if you don't pilot hole properly. Other than a few other **ingredients** it's basically a mix of **glue** and **wood dust**/ chipping ground and **compressed** into sheets.
- b. Also called High Density Fiberboard, this is one of the strongest fiberboards due to its highly compressed and fiber mixture. It stronger then MDF but don't like water just as much. It's also one of the cheapest and this is used in places you look everyday but you don't realize. Other than a few other ingredients it's basically a mix of glue and wood **fibers** compressed into sheets. Commonly found as the back board in kitchen units, general purpose furniture like draws and decks and in most sofas. This is also the face material in hollow doors.
- c. Part of the fiberboard family this is one of the most commonly used sheet materials in manufactured furniture. It's made of larger pieces of wood like wood **chippings**' and **shavings**, mixed with glue and compressed. It's not very strong under pressure but it is very durable and hard to dent. Typically particle board is the core material in laminated kitchen work tops, kitchen unit **carcasses** and flat packed shelving units but as a rule of thumb if its flat packed its **laminated** particle board.
- d. Standing for Oriented Strand Board some refer to this material as Wafer Board or Sterling Board. A lot mistake it for Chip Board, it's made of larger strands of wood chippings' and shavings and glued and lightly compressed for a **layer** on layer effect. It is very weak and brittle but can take spreads of pressure. Commonly used for roofs and other low performance construction.
- e. The closest to real wood you can get with a solid sheet material. It is made up of thin layers of real wood laminated (glued) together, the layers run at a different direction to bring more strength and stability to the material, sometime people refer to plywood as 5ply or 7ply etc, this is the amount of layers it has 7ply is 15mm thick and has 7 layers, 5ply is 12mm thick and has 5 layers. Generally used in modern furniture construction and general building, Roofing, Marine or Sheathing ply is used for exterior and roofing applications.
- f. It comes in just about any species of tree there is and can get very expensive, it's made by a factory **skimming off** a very thin **layer** of wood. Its uses are to make sheet materials and other application more appealing, it normally comes with a heat activated glued on the back, in cases where it don't you have to spread glue over the surface first. It's commonly placed over the top of MDF and Particle Board to give the effect of real wood at lower costs.

## VOCABULARY

*Find the meaning of the words in bold. Use a dictionary if necessary.*

## DISCUSSION

*Discuss with your partner/partners!*

1. What types of sheet materials are most common in Estonia?
2. Which of these materials are familiar to you and where have you seen them?
3. Are sheet materials always used correctly in Estonia? What are the common mistakes?
4. What are the positive sides and negative sides of different sheet materials?

## VOCABULARY

*Combine the words on the left with the words/expressions on the right. Then use them to make your own sentences.*

- |                |                    |
|----------------|--------------------|
| 1. Expensive   | a. Material .....  |
| 2. Cheap       | b. Wood dust.....  |
| 3. Affordable  | c. Chips .....     |
| 4. Inexpensive | d. Shavings .....  |
| 5. Common      | e. Board .....     |
| 6. Widespread  | f. Wood .....      |
| 7. Rare        | g. Fiber .....     |
| 8. Brittle     | h. Furniture ..... |
| 9. Tough       | i. Layer .....     |
| 10. Fragile    | j. Lumber .....    |
| 11. Resistant  |                    |

## FEEDBACK

Look at the aims of the unit.

- How successfully have you achieved them?
- Are you satisfied with the results?

<b>OAK</b>	<b>TAMM</b>	<b>ASH</b>	<b>SAAREPUU</b>
<b>BIRCH</b>	<b>KASK</b>	<b>BALSA</b>	<b>BALSAPUU</b>
<b>PINE</b>	<b>MÄND</b>	<b>CHERRY</b>	<b>KIRSIPUU</b>
<b>CHESNUT</b>	<b>KASTAN</b>	<b>TEAK</b>	<b>TIIKPUU</b>

<b>MAPLE</b>	<b>VAHER</b>	<b>ROWAN</b>	<b>PIHLAKAS</b>
<b>FIR</b>	<b>NULG</b>	<b>LIME</b>	<b>LAIMIPUU</b>
<b>CEDAR</b>	<b>SEEDER</b>	<b>POPLAR</b>	<b>PAPPEL</b>
<b>LARCH</b>	<b>LEHIS</b>	<b>JUNIPER</b>	<b>KADAKAS</b>



<b>SPRUCE</b>	<b>KUUSK</b>	<b>HICKORY</b>	<b>HIKKORIPUU</b>
<b>SEQUOIA</b>	<b>SEKVOIA</b>	<b>EBONY</b>	<b>EEBENIPUU</b>
<b>MAHAGONY</b>	<b>MAHAGON</b>	<b>REDWOOD</b>	
<b>ALDER</b>	<b>LEPP</b>		

## RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

**Berit Tafenau**

**Designing a study aid for an ESP course: English for joiners.** (Erialakeelse

õppematerjali koostamine: Inglise keel tisleritele)

Magistritöö

Aasta: 2017

Lehekülgede arv: 67

Annotatsioon: Antud magistritöö eesmärgiks oli anda teoreetilist taustainfot, analüüsida erialase inglise keele õppematerjalide koostamist ja koostada näidismaterjale Tartu Kutsehariduskeskuse tisleritele. Töö teema sai valitud kuna Riikliku Eksami ja kvalifikatsioonikeskuse poolt pakutud materjalide nimekiri ning raamatukogus saada olevad materjalid olid ebapiisavad tislerite erialase keele tundide läbiviimiseks. Käesolev magistritöö koosneb sissejuhatausest, põhiosast ja kokkuvõttest. Põhiosa koosneb kolmest peatükist kuid võib tinglikult jagada kaheks osaks – teoreetiliseks ja praktiliseks. Teoreetiline osa on koondatud esimesse peatükki ning annab ülevaate kuidas koostada erialase keele kursust. Teises peatükis analüüsitakse riikliku õppekava ja kutsestandardeid. Kuna antud dokumendid ei sisalda soovituslike õpikuid/õppematerjale tisleritele siis olemasolevate materjalide kohandamine ning uute materjalide koostamine oli hädavajalik. Kolmas peatükk on töö praktiline pool ehk keskendub tislerite õppekavale ja erialakeeles olevatele teemadele. Tislerite erialases keeles läbitakse 8 erinevat teemat ja teemade valik on kooskõlastatud Tartu Kutsehariduskeskuse tisleri eriala õpetajatega. Antud magistritöö käigus koostati näidisõppematerjale Materjaliõpetuse moodulile. Materjalide koostamisel arvestati mooduli pikkuse ja sisuga ning materjale on testitud erinevate õppegruppide tundides. Töö võib abiks olla tisleritele erialase keele tunde läbiviivatele õpetajatele. Magistritöö toetub 36-le allikale ning sellel on 1 lisa.

Märksõnad: kutseharidus, erialane keel, õppematerjalid,

**Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks**

Mina **Berit Tafenau**

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MA thesis

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